

## INTERNATIONAL MILITARY TRIBUNAL FOR THE FAR EAST

THE UNITED STATES OF AMERICA, et al. )

- AGAINST - )

ARAKI, Sadao, et al. )

A F F I D A V I T

I, MOTOHASHI, Gisuke, make oath and say as follows:

I am presently Vice Principal of an elementary school in Tokyo Prefecture.

I was educated in the schools of Japan and as a student in the Japanese schools and later as a teacher I am familiar with the various subjects taught in Japanese schools from the elementary schools up to and including the universities.

Military training was instituted in the school system in Japan about 1886, which training continued after the Japanese-Chinese War of 1896 up to World War I. Following World War I there was a liberal trend in the schools with the result that little attention was given to military training, lectures and teaching. This liberal trend was in existence in the schools until about 1923 when regular Army officers were assigned to the various schools for the purpose of teaching military subjects and the giving of military lectures and training.

The teaching of subjects of a military nature by the regular Army officers was continued thereafter, such training and teaching increasing shortly before the Manchurian Incident in 1931.

In 1937 a complete reorganization of the school system was commenced when Marquis KIDO was Minister of Education, which reorganization was continued by General ARAKI when he became Minister of Education. As a result of this reorganization in the school system, more school time was devoted to military training, teaching and subjects of a military nature, the domination of the military over the school system becoming so great after 1937 that the schools were, for all practical purposes, completely under the control of the military. All teachers were required to cooperate fully with the program of inculcating into the minds of the students an ultra-nationalistic and militaristic spirit. Textbooks and materials changed, becoming of a decided militaristic and ultra-nationalistic nature, the curriculum being so organized as to place primary importance upon military and ultra-nationalistic ideas. This training and teaching tended to inspire in the students a glorification of war and the idea that future wars were necessary and productive for Japan; that it was the duty, mission and destiny of Japan to be the leading nation in the Great Far East and as the leading nation to control the Great Far East.

That immediately preceding the Manchurian Incident it was taught to the students in the schools and also to the Japanese public that it was necessary for Japan to control Manchuria for the following reasons: (1) that Manchuria was the lifeline of Japan; (2) that Japan required the resources of Manchuria; and (3) that the blood of Japanese soldiers had been shed for this purpose in the Japanese-Russo War.

That following the China Incident of 1937 the students were taught that it was Japan's holy mission to control China and force China to cooperate with Japan in furtherance of a program which would result in Japan's controlling the Great Far East.

That in the early part of 1941 the students were taught that Japan's failure to control China was due to the help rendered China by the United States and Great Britain, this teaching directing the attention of the Japanese students and public to the United States and Great Britain as Japan's principal enemies and by these methods and teachings inculcating the students and people with a desire for war against the United States and Great Britain.

As an educator in the elementary schools and from personal knowledge and experience as a student in the various grade schools of Japan, it is my opinion that the military training, lectures and teaching given to the students in the elementary schools had the effect of creating in the students a militaristic and ultra-nationalistic spirit, a glorification of war, a belief that wars were productive and necessary for the future welfare of Japan and that the Japanese as a race were superior to all other peoples and had the effect of preparing the students for future wars of aggression.

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MOTOHASHI, Gizuke

Sworn and subscribed to before the undersigned officer by the above-named MOTOHASHI, Gizuke, at the War Ministry Building, Tokyo, Japan, this \_\_\_\_\_ day of \_\_\_\_\_, 1946.

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C E R T I F I C A T E

I, \_\_\_\_\_, HEREBY CERTIFY that I am fully conversant with the Japanese and English languages, and that I, this day, read the foregoing Affidavit to the above-named MOTOHASHI, Gizuke, in Japanese, and in so doing, truly and correctly translated the contents thereof from English into Japanese; and that said MOTOHASHI, Gizuke, stated to me that the contents of said Affidavit were the truth, and that he was willing to sign said Affidavit under oath; and that said MOTOHASHI, Gizuke, was duly sworn in my presence and signed said Affidavit under oath in my presence; and that all proceedings incidental to the administration of said oath and the signing of said Affidavit were truly and correctly translated from Japanese into English and English into Japanese and fully understood and comprehended by said Affiant.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 1946, at Tokyo, Japan.

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